

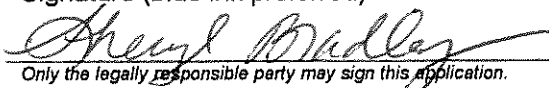
**Texas Education Agency
Standard Application System (SAS)**

2016–2018 Public Charter School Program Start-Up Grant				
Program authority:	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12			FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY JUN 21 PM 3:16 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period	August 31, 2016, to July 31, 2018. See page 9 of the Program Guidelines for information regarding Pre-Award Costs.			
Application deadline:	5:00 p.m. Central Time, June 21, 2016			
Submittal information:	Three complete copies of the application, each copy with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>			
Contact information:	Arnoldo Alaniz: CharterSchools@tea.texas.gov ; (512) 463-9575			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #	Campus name/#	Amendment #	
Portico Education Foundation	061805	Trivium Academy 061-805-001	N/A	
Vendor ID #	ESC Region #	DUNS #		
32052865691	11	080008443		
Mailing address		City	State	ZIP Code
5729 Lebanon Rd #223, Suite 144		Frisco	TX	75034
Primary Contact				
First name	M.I.	Last name	Title	
Sheryl	T	Bradley	Superintendent	
Telephone #	Email address		FAX #	
972-365-6796	Sheryl.bradley@triviumacademytx.com			
Secondary Contact				
First name	M.I.	Last name	Title	
Mary	C	Cawthon	Board Chair	
Telephone #	Email address		FAX #	
214-288-9212	porticoeducationfoundation@gmail.com			
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Sheryl	T	Bradley	Superintendent
Telephone #	Email address		FAX #
972-365-6796	Sheryl.bradley@triviumacademytx.com		
Signature (blue ink preferred)	Date signed		



Only the legally responsible party may sign this application.

June 20, 2016

701-16-103-009

Schedule #1—General Information

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> • A copy of the local district's policy for authorizing campus charter schools; AND • A copy of the district's charter application for the authorized campus charter; AND • A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); AND • Either of the following: <ul style="list-style-type: none"> ○ A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR ○ A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).
2	Board of Trustees Approval on or before December 16, 2015	<ul style="list-style-type: none"> • A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR • A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3	Narrative Description from Superintendent	<p>A narrative description on district letter signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> • The mission of the campus charter; • An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; • A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district; • A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; • A detailed description of the admission requirements for the campus charter;

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		<ul style="list-style-type: none"> The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4	Federal Definition of a Public Charter School	A completed Attachment 1 from the "To the Administrator Addressed" letter dated August 25, 2015, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/New_Campus_Charter_Schools_by_ISDs_-_Eligibility_and_Application_for_2016-2018_Start-Up_Grant_Funding/ .
5	Campus Charter Information Form	A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 25, 2015, must be submitted with the grant application. See http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/New_Campus_Charter_Schools_by_ISDs_-_Eligibility_and_Application_for_2016-2018_Start-Up_Grant_Funding/ .

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p>*If the school's financial accounting system is not approved by TEA, the charter school will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated. 9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and

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	<p>secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2016-2017 school year. If the campus charter school began operation prior to the 2016-2017 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Introduction

Trivium Academy's mission is to provide a quality educational experience to a diverse population by offering a classical education for the modern world that trains children to be lifelong learners who can think and problem solve independently, and as such we are applying for the 2016-2018 Public Charter School Program Start-up Grant in order to facilitate the planning and implementation of the programs necessary to accomplish this goal. In order to realize our full vision for Trivium Academy as a place where students are challenged to grow cognitively, socially, emotionally, and physically in an innovative environment, funds are needed to supplement payroll, professional development, materials and supplies, and capital outlay.

The art of teaching the trivium of grammar, logic, and rhetoric will provide the basis of the educational experience. As part of this liberal arts curriculum, we will incorporate best practices for instruction in all of the different disciplines such as Montessori math, reading and writing workshop, social studies simulations, and hands-on science lessons, and the hallmark of our program, Genius Hour, will be built into the schedule for all students. An individualized learning approach based on each child's strengths, weaknesses, learning style, and interests will educate the whole child, resulting in well-rounded students who are prepared to challenge the world. As part of teaching the whole child, we will also focus on the social-emotional development of our students through collaboration, character education, and community service. Current research also tells us that children need periods of physical activity in order to better focus on their studies, so we will offer an engaging physical education class along with a morning and afternoon recess and frequent brain breaks in the classroom. The grant will benefit our students by allowing us to accomplish these goals as we implement our program of Three E's--allowing the students to *engage* in learning, *examine* information in depth, and *express* themselves in a variety of ways with increasing sophistication each year.

The goals of Trivium Academy are aligned with the goals of the 2016-2018 Public Charter School Program Start-up Grant (2016) as the financial assistance will allow "for the planning, program design, and initial implementation" of a high quality program in a new charter school. In turn, we will be able to evaluate "the effects on students, student academic achievement, staff, and parents." With the opening of Trivium Academy in August 2016, we will be adding to the number of the high-quality charter schools in Texas.

Budget Development

The budget is based on the needs identified during the needs assessment process. The team documented need for funds for pre-award payroll planning expenses to aid in preparing the school for opening. They also found need for professional development presentations, materials and supplies, and capitalized furniture and technology in order to enhance our school mission and vision of providing an innovative Three E's curricular and instructional experience for our students.

Demographics and Defined Goals and Purposes of Grant

We firmly believe that Trivium Academy's mission and vision will enhance the learning opportunities within our community. We are situated in an area where relatively few charter schools are available to the students within our boundaries, so the purpose of the grant "to provide financial assistance for the startup and implementation of charter schools and to expand the number of high-quality charter schools available to students across the state" will be met (Partridge, 2016, p.1).

We are located in a portion of the city of Carrollton that is within the Lewisville ISD close to its border with Plano ISD. As an open-enrollment charter school, we serve students from Lewisville (east of I-35), Plano, Frisco, Little Elm, Prosper, McKinney, Allen, and Lovejoy ISDs. We will not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend. We hope that our demographics will mirror those of the larger districts within our boundaries creating a diverse student population that is representative of our community as a whole.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Needs Assessment Process

Our budget for this program was developed based on the needs assessment designed by our administrative team in combination with the teachers, instructional coaches, and other key stakeholders. This group of leaders stands behind the need to prepare our students for life outside the schoolhouse walls, and by teaching the Texas Essential Knowledge and Skills (TEKS) through the lens of the trivium, we can do just that. The flexibility to work in an ever-changing technological world, the creativity to think outside the box and work together to solve problems, the ability and desire to communicate effectively--these are the necessary skills for a lifelong learner, and these are the skills to which employers are increasingly turning in their hiring practices. This same group of people will closely monitor the progress towards this goal and will evaluate whether or not our objectives have been met. In addition, the continual evaluation of the program will allow this collaborative group to be very responsive to needed changes that may arise over the course of the grant period.

Grant Management Plan

The grant will be managed primarily by the superintendent/principal and the business manager aided by the others, such as the assistant principal, teachers, and instructional coaches, who were instrumental in creating the structure of the grant program for Trivium Academy. The administrative team has shown a consistent focus on high-quality management of the operations involved in starting a new school from a grass roots effort, and their attention to the management of this grant program will be handled in the same manner as a much needed support to the implementation of Trivium Academy's mission and vision as a whole.

Program Evaluation

The program will be evaluated on a continual basis with processes and associated indicators of accomplishment tied to the milestones and timeline set forth in the grant application on pages 19 and 21. All of these revolve around educating the whole child creatively, cognitively, socially, emotionally, and physically. The fidelity of our program depends upon evaluating our progress towards meeting this goal.

Statutory Requirements

We have accurately completed Schedule 16, Statutory Requirements #1-5 and can assure that Trivium Academy will meet these requirements as stated. As a Subchapter D Open-Enrollment Charter School, Statutory Requirements #6-16 are not applicable to Trivium Academy.

TEA Requirements

We have completely and accurately answered all portions of Schedule 17 in response to the TEA requirements as well as the other required schedules of this application based on current information and our original charter application.

Conclusion

Portico Education Foundation, the charter holder for Trivium Academy, is comprised of a group of local public school educators, parents, and community volunteers who believe in offering families a choice in public education. In August 2016, we will open our doors to students in kindergarten through sixth grade with a grade level being added every year until we are a K-12 school. We believe that it is critical for students to engage in learning content, examine information critically, and express themselves with increasing sophistication each year. Our progressive take on a classical education provides the strong basis of a liberal arts education that is "a practical education because it develops just those capacities needed by every thinking adult: analytical skills, effective communication, practical intelligence, ethical judgment, and social responsibility" (Association of American Colleges and Universities, 2002). To this end, Trivium Academy is committed to meeting the goals of this grant program both during implementation and after grant funding terminates, and we will continue to seek outside funding from sources such as local foundations and businesses and other grant opportunities to supplement the funding received from TEA.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12

Grant period: August 31, 2016, to July 31, 2018. See page 9 of the Program Guidelines for information regarding Pre-Award Costs.

Fund code: 258

Budget Summary

Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$67,190	\$67,190
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$20,800	\$32,190	\$11,390
Schedule #9	Supplies and Materials (6300)	6300	\$	\$285,547	\$285,547	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$374,652	\$415,052	\$40,400
Grand total of budgeted costs (add all entries in each column):			\$	\$680,999	\$799,979	\$118,980

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 061805				Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implemen- tation Costs	Total Budgeted Costs	Pre- Award
Academic/Instructional							
1	Teacher		23		\$	\$52,317	\$52317
2	Educational aide		5		\$	\$6,120	\$6120
3	Tutor			\$	\$	\$	\$
Program Management and Administration							
4	Project director			\$	\$	\$	\$
5	Project coordinator			\$	\$	\$	\$
6	Teacher facilitator			\$	\$	\$	\$
7	Teacher supervisor		2	\$	\$	\$5,143	\$5143
8	Secretary/administrative assistant		1	\$	\$	\$1,444	\$1444
9	Data entry clerk			\$	\$	\$	\$
10	Grant accountant/bookkeeper		1	\$	\$	\$2,166	\$2166
11	Evaluator/evaluation specialist			\$	\$	\$	\$
Auxiliary							
12	Counselor			\$	\$	\$	\$
13	Social worker			\$	\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$	\$
Other Employee Positions							
15	Title			\$	\$	\$	\$
16	Title			\$	\$	\$	\$
17	Title			\$	\$	\$	\$
18	Subtotal employee costs:			\$	\$	\$67,190	\$67190
Substitute, Extra-Duty Pay, Benefits Costs							
19	6112	Substitute pay		\$	\$	\$	\$
20	6119	Professional staff extra-duty pay		\$	\$	\$	\$
21	6121	Support staff extra-duty pay		\$	\$	\$	\$
22	6140	Employee benefits		\$	\$	\$	\$
23	61XX	Tuition remission (IHEs only)		\$	\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$	\$	\$	\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	\$	\$67,190	\$67190

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)					
County-district number or vendor ID: 061805			Amendment # (for amendments only):		
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.					
Professional and Contracted Services Requiring Specific Approval					
Expense Item Description		Planning	Implementation	Grant Amount Budgeted	Pre-Award
Professional and Contracted Services					
#	Description of Service and Purpose	Planning	Implementation	Grant Amount Budgeted	Pre-Award
1		\$	\$	\$	\$
2		\$	\$	\$	\$
3		\$	\$	\$	\$
4		\$	\$	\$	\$
5		\$	\$	\$	\$
6		\$	\$	\$	\$
7		\$	\$	\$	\$
8		\$	\$	\$	\$
9		\$	\$	\$	\$
10		\$	\$	\$	\$
11		\$	\$	\$	\$
12		\$	\$	\$	\$
13		\$	\$	\$	\$
14		\$	\$	\$	\$
a. Subtotal of professional and contracted services:		\$	\$	\$	\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$20,800	\$32,190	\$11390
(Sum of lines a, and b) Grand total		\$	\$20,800	\$32,190	\$11390

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 061805		Amendment number (for amendments only):			
Expense Item Description		Planning	Implemen- tation	Grant Amount Budgeted	Pre- Award
6300	Total supplies and materials that do not require specific approval:	\$	\$285,547	\$285,547	\$
Grand total:		\$	\$285,547	\$285,547	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 061805		Amendment number (for amendments only):			
Expense Item Description		Planning	Implemen- tation	Grant Amount Budgeted	Pre- Award
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$	\$
Grand total:		\$	\$	\$	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 061805

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Planning	Implementa- tion	Grant Amount Budgeted	Pre- Award
6669—Library Books and Media (capitalized and controlled by library)							
1	Elem & Middle School Books/Media	N/A	N/A	\$	\$70,000	\$	\$
66XX—Computing Devices, capitalized							
2	Tablets with Keyboards	200	\$600	\$	\$102,000	\$	\$18000
3	Tablets with Keyboards	7	\$1400	\$	\$	\$	\$9,800
4	Mobile Computing Carts	8	\$2800	\$	\$22,400	\$	\$
5	Desktop Computers	21	\$600	\$	\$	\$	\$12600
6			\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$
9			\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$
66XX—Software, capitalized							
12			\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$
14			\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles							
19	Convertible Cafeteria Table Benches	44	\$735	\$	\$32,340	\$	\$
20	Cubby Storage Towers	21	\$1704	\$	\$35,784	\$	\$
21	Collaborative Desks	192	\$330	\$	\$63,360	\$	\$
22	Standing Desks	192	\$254	\$	\$48,768	\$	\$
23			\$	\$	\$	\$	\$
24			\$	\$	\$	\$	\$
25			\$	\$	\$	\$	\$
26			\$	\$	\$	\$	\$
27			\$	\$	\$	\$	\$
28			\$	\$	\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)							
29				\$	\$	\$	\$
Grand total:				\$	\$374,652	\$415,052	\$40400

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment for Trivium Academy was designed by our administrative team in combination with the teachers, instructional coaches, and other key stakeholders. The needs of a new open-enrollment charter school are great as innovative programming must be accomplished with instructional dollars that are decreased due to lack of facilities funding. With our philosophy of the Three E's (engage, examine, express) firmly in place, the Trivium team set out to prioritize the areas of greatest need.

Our instructional model seeks to educate the whole child creatively, cognitively, socially, emotionally, and physically. Therefore, the needs assessment was driven by these five categories. The Trivium team solidified the greatest areas of need that should be met to ensure that our educational plan is successful through the following processes:

- review of the educational plan for Trivium Academy presented to TEA in the charter school application
- study of the latest educational and brain-based research
- review of professional development needs to ensure teachers are trained in Three E's model
- review of planned curriculum materials and supplies needs
- review of technology and furniture needs
- reflection on informal conversations with stakeholders
- reflection on public question and answer sessions
- analysis of parent survey
- study of the local traditional public school districts' accountability ratings and philosophies
- study of other local charter schools' accountability ratings, philosophies, and financials

Once the needs were determined, they were prioritized according to how each would fulfill the mission and vision of Trivium Academy. This was a difficult process as, truthfully, all are equally important to educating a well-rounded child who is prepared for life outside the schoolhouse walls. However, the following order was agreed upon during the needs assessment process:

- **Innovative** - The charter school program in Texas calls for innovative programming. Genius Hour, which allows students to follow their passions through research, design, and implementation (much like our project to open Trivium Academy itself), will be incorporated at all grade levels as part of the weekly learning plan. The maker space to allow students the full range of creativity in their interests can be quite costly to implement.
- **Cognitive** - To maximize our educational plan for each student, no matter their level of ability, the following items are needed: MAP testing, Montessori math materials, reading and writing workshop materials, supplies for historical simulations in social studies, and hands-on materials for science for experimentation and ecological studies of the environment surrounding the school. In addition, focus enhancing sensory objects will be placed in each classroom, and additional supplies for special education students will be purchased.
- **Social** - One of our goals is to have our students see themselves as part of a larger community. We have several projects planned such as a community garden and chicken coop that will allow the students to work together in multi-age groups and provide community service and entrepreneurial learning opportunities. Lunchtime presents opportunities for social learning as well, and the students will also have the ability to easily work in collaborative groups with innovative seating in the classrooms.
- **Emotional** - The emotional needs of our learners are important as well, so every day at Trivium Academy will begin with a morning meeting. Anti-bullying and character education programs will be incorporated into these meetings. In addition, a mentor program such as Peer Assistance Leadership will be established. Compassion-based cognitive training will also be provided for the teachers.
- **Physical** - To make sure that students can remain focused on their studies and follow a healthy lifestyle, frequent movement is necessary. As such, supplies and equipment for PE and two outdoor recess periods are needed as well as materials for brain breaks in the classroom.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Innovative: Students need the ability to explore their areas of researchable interests in an innovative environment that allows them to engage in learning, examine information, and express themselves with increasing sophistication each year.	The hallmark of the learning experience at Trivium Academy is Genius Hour which will be part of the weekly curriculum starting in kindergarten. Grant implementation would allow for the creation of an innovative maker space to aid the students in the pursuit of their passions.
2.	Cognitive: Students need opportunities to establish a foundation of knowledge in an environment that honors individual learning styles and takes into account current brain research.	Grant funds would provide supplies and materials such as Montessori math manipulatives, reading and writing workshop materials, extensive library of high interest reading, social studies simulations, science experiments, focus enhancing sensory objects, special education supplies and materials. The grant would also provide opportunities for teachers to be trained on active classroom models (including brain breaks, movement, performance, etc.)
3.	Social: Students need to feel connected to a community of learners at school and the larger community as a whole.	The implemented grant program would allow for common areas with alternative seating to promote collaboration, a community garden and chicken coop where all age groups can work together leading to service learning opportunities with local food banks and entrepreneurial exploration, and cafeteria tables for a learning lunch program.
4.	Emotional: Students need the opportunity to develop personal character traits that establish a strong sense of duty to self and others and the self confidence to be independent thinkers and problem solvers.	Every day at Trivium Academy will begin with a morning meeting. Grant funds will provide an anti-bullying program and character education program for those meetings as well as a mentor program such as Peer Assistance Leadership. Compassion-based cognitive training will also be provided for the teachers.
5.	Physical: Students need physical movement to sustain engaged learning throughout the day.	Grant funds will provide not only materials and equipment for an innovative physical education program but also equipment for morning and afternoon recess for both individual and group activities.

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Schedule #14—Management Plan

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Supt/Principal	Master's degree in educational field, 10+ years of teaching experience, valid Texas teacher certification
2.	Asst. Principal	Bachelor's degree, 5+ years of teaching experience, valid Texas teacher certification
3.	Instructional Coaches	Bachelor's degree, 5+ years of teaching experience, valid Texas teacher certification
4.	Teachers	Bachelor's degree, minimum of student teaching experience or relevant work/volunteer experience, valid Texas teacher certification required for special education and bilingual/ESL
5.	Business Mgr	Bachelor's degree, 10+ years of finance/tax experience

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	In Spring 2017, 90% of all students will achieve mastery of their individual/group Genius Hour projects.	1. All teachers trained in Genius Hour program	08/04/2016	10/17/2016
		2. Researchable topic checked	08/31/2016	10/07/2016
		3. Documented research checked	10/18/2016	12/16/2016
		4. Project development checked	01/03/2017	03/10/2017
		5. Exhibition night held for families and community	03/21/2017	06/02/2017
2.	By Spring 2017, 80% of all students assessed will achieve acceptable performance on rdg & math STAAR.	1. All teachers trained in best practices for subject	08/04/2016	03/20/2017
		2. Students show growth on MAP test	08/17/2016	06/02/2017
		3. At least 50% of students pass benchmark	09/06/2016	11/18/2016
		4. At least 75% of students pass benchmark	11/28/2016	02/17/2017
		5. Students not demonstrating mastery of skills receive support and remediation	08/17/2016	06/02/2017
3.	By Spring 2017, 97% of all students will participate in collaborative work.	1. All teachers trained in Project-Based Learning	08/04/2016	03/20/2016
		2. Collaborative seating in place in all core classes	08/31/2016	10/18/2016
		3. Students participate in learning lunch program	09/19/2016	06/02/2017
		4. Students' work habits assessed on Three E's skills mastery sheet	10/07/2016	06/02/2017
		5. Students participate in service learning project	01/03/2017	06/02/2017
4.	By Spring 2017, 96% of students will attend school because they are emotionally healthy and happy.	1. All teachers trained in compassion-based cognitive strategies	08/04/2016	03/20/2017
		2. Students receive anti-bullying training	08/31/2016	06/02/2017
		3. Students participate in character ed program	08/31/2016	06/02/2017
		4. Mentor program is in place	10/18/2016	06/02/2017
		5. Older students take leadership role in morning mtg	01/03/2017	06/02/2017
5.	By Spring 2018, 95% of students will show progress in physical movement and sustained engagement throughout the day.	1. All teachers trained in brain break strategies	08/04/2016	03/20/2017
		2. Focus enhancing sensory objects placed in all classrooms	08/31/2016	11/18/2016
		3. Students' engagement level evaluated on Three E's skills mastery sheet	10/07/2016	06/01/2018
		4. 3rd-7th students show growth on FitnessGram	03/21/2016	06/01/2018
		5. Students surveyed on physical activity	05/01/2017	06/01/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trivium Academy will continually monitor the growth and progress towards the attainment of the goals and objectives as set forth in this grant application. The milestones provided on page 19 and the indicators of accomplishment on page 21 will be utilized specifically for this program as it is analyzed and evaluated, and Texas Charter School Association's Quality Framework will be used as a school wide measure of strengths and areas of needed improvement that takes into account the students' success and learning, the school's mission and vision, public accountability, and fiscal management among other quantitative and qualitative data. This self-evaluation process will allow us to determine the effectiveness of our program as a whole which this grant program supplements.

The Trivium team will hold weekly administrative meetings to monitor and discuss our progress towards meeting the needs established herein to educate the whole child. If, during the course of monitoring, it becomes apparent that changes need to be made in order to be successful, the administrative team working together with key stakeholders will adjust the plan as necessary. General progress as well as any needed adjustments will be communicated in various formats throughout the year such as:

- Board of Directors meetings (following the guidelines of the Open Meetings Act) to share information with the Board and public
- Partners in Education (our parent, staff, and community association) meetings to share information with key stakeholders
- Morning Meeting to share information with our students
- Staff meetings/emails to share information with administrative staff and teachers
- Parent/guardian emails/newsletters to share information with families

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trivium Academy has ongoing, existing efforts to raise funds to implement a curriculum that allows the students to engage in learning, examine information, and express themselves with increasing sophistication each year. Currently, those efforts include working with foundations (such as the RC Johnson Foundation) and local businesses as well as conducting fundraising projects to inject much needed funds into our startup process. These funds which allow us to make purchases prior to the grant award coordinate well with the startup grant which will allow us to make purchases after school has started. All of these funds combined will allow us to supplement funds from TEA to implement a strong program that educates the whole child, and our administrative team along with the Board of Directors and business manager will ensure that the academic and financial integrity of all programs is maintained.

Trivium Academy is proud to have been established through a grass roots effort of teachers, parents, and community members. Maximizing the effectiveness of these grant funds along with sustaining commitment to this grant project's success is imperative to our success as a whole as a new charter school. As we move forward, all project participants will remain committed as the intrinsic rewards from watching our students succeed multiply over time. We will be sure to celebrate with students, staff, parents, and other stakeholders as milestones are reached and expectations are met and exceeded.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Continual monitoring of progress on Genius Hour projects	1.	Teacher conferences with students
		2.	Share-outs with staff at meetings
		3.	Instructional coaching in classroom
2.	Data analysis of student growth over time	1.	Student benchmarks
		2.	STAAR testing
		3.	MAP testing
3.	Observe and document connections between learners and their community	1.	Effective student collaboration to achieve common goals
		2.	Student # participating in Positive Behavior System vs. discipline referrals
		3.	Documentation of community service
4.	Observe a school climate of well being	1.	Social/emotional work habits on Three E's Skills Mastery Sheets
		2.	All teachers trained in Compassion-Based Cognitive Training
		3.	Observation of student and teacher participation in morning meetings
5.	Formative and summative assessments of active learning communities	1.	Teacher training in active learning classrooms
		2.	FitnessGram in PE classes
		3.	Parent/student survey of student engagement

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Quality control is key to ensuring that all students served in our program are receiving an engaging and well-rounded education. The number of participants in the following activities will be equal to our student enrollment.

- Monitoring the progress of Genius Hour projects will occur in all classrooms through formative student/teacher conferencing, student share-out sessions, teacher share-out sessions in staff meetings, and instructional coaching in the classroom. Genius Hour is meant to be a liberating time for students, and collaboration from all parties involved is important to ensure that students are getting the most out of their time.
- To measure student academic growth throughout the year, our students will participate in low-pressure benchmarks, MAP testing, and ultimately STAAR testing. Formative and summative assessments will give our teachers concrete information for data analysis. Should growth not be evident, intervention strategies will be put into place in students' individual learning plans. Student attendance should also be high as students are actively engaged in the learning process and motivated to attend school.
- Part of teaching the whole child involves observing and measuring students' emotional health and social interactions. At Trivium, we will see students collaborating to achieve common goals to build a strong sense of community. Morning meetings will encourage students to start their day on a positive note, resulting in more student participation in the Positive Behavior System. To foster empathy and kindness, Compassion-Based Cognitive Training is something in which both our students and teachers will participate.
- The most recent brain research shows that an active and self-confident child is an engaged child, and as such, physical activity is very important to our program. Our teachers will have training in setting up their active learning classrooms. FitnessGrams in PE will provide data on student health and fitness.

Our goal is to be certain that we are fulfilling our students' creative, cognitive, social, emotional, and physical needs in an authentic and meaningful way in order to prepare them for life. All of the objectives for this grant program fit within the mission of our school to ensure that our students engage in learning, examine information, and express themselves with increasing sophistication each year, so we will continually monitor and correct any problems that arise during project delivery. We will determine the best course of corrective action as needed to ensure the integrity of the grant project and our program as a whole remains intact.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Statutory Requirement 1: Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas Education Agency (TEA) granted a Generation 20 Subchapter D, Section 12.101 Open Enrollment Charter in accordance with state rules and policies to Portico Education Foundation. As a result of the charter being awarded, Portico Education Foundation is a Local Education Agency which will operate Trivium Academy and will submit all required documentation to TEA to maintain compliance with all financial and academic reporting requirements.

The superintendent/principal serves as the head of Trivium Academy and reports directly to the Board of Directors. This position is supported by the assistant principal. The qualifications for the superintendent/principal, the assistant principal, and all other instructional staff may be found on page 19. The governing body and the superintendent/principal are ultimately responsible for fulfilling the obligations that Trivium Academy has to the Texas Education Agency and will do so with fidelity to the goals of the charter school system in the State of Texas.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas Education Agency will provide for continued operation of Trivium Academy through the Foundation School Program once the the Federal start-up grant has expired. This funding, which will start in September 2016, will be based on the average daily attendance (ADA) of the students enrolled at Trivium Academy and will continue every year thereafter.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Statutory Requirement 3: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trivium Academy has not requested any waivers from Federal statutory or regulatory provisions and will operate under all state and local rules applicable to Subchapter D, Section 12.101 Open Enrollment Charter Schools.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Statutory Requirement 4: Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trivium Academy's mission is to provide a quality educational experience to a diverse population by offering a classical education for the modern world that trains children to be lifelong learners who can think and problem solve independently, and the 2016-2018 Public Charter School Program Start-up Grant will facilitate the implementation of the programs necessary to accomplish this goal. The federal and state goals for this grant which are to provide financial assistance for the startup and implementation of charter schools and to expand the number of high-quality charter schools available to students across the state and nation will be met as Trivium Academy begins operation in August of 2016.

In order to realize our full vision for Trivium Academy as a place where students are challenged to grow cognitively, socially, emotionally, and physically in an innovative environment, funds are needed to supplement payroll, professional development, materials and supplies, and capital outlay.

- **Payroll Costs** - Grant funds will provide pre-award costs for planning time before school starts from August 4 to August 16. This time is necessary for professional development and curriculum planning to ensure that our Three E's curriculum is ready to implement when school begins.
- **Professional and Contracted Services** - Many different professional development sessions are needed for teachers to be trained in best practices for all of the different disciplines such as: Genius Hour, brain-based research, Montessori math, project-based learning, differentiation strategies, reading/writing workshop, and compassion-based cognitive training. In addition, the NWEA MAP Assessment tool is also needed to measure academic growth across time.
- **Supplies and Materials** - A multitude of supplies and materials are needed to supplement the instruction in our core classes, our specials (PE, music, art, and Spanish), and Genius Hour such as:
 - **Innovative:** Non-consumable maker space materials and equipment needed for Genius Hour to allow students the full range of creativity in pursuing their passions
 - **Cognitive:** Montessori math materials, reading and writing workshop materials, Latin curriculum, supplies for historical simulations in social studies, hands-on materials for science labs and ecological studies of the environment surrounding the school, centers materials for kindergarten, musical instruments, art curriculum featuring the Masters, Spanish materials, focus enhancing sensory objects for every classroom, and additional supplies for special education students
 - **Social:** Materials to build community garden and chicken coop
 - **Emotional:** Anti-bullying and character education curriculum
 - **Physical:** Supplies and equipment for PE and two outdoor recess periods as well as materials for brain breaks in the classroom.
- **Capital Outlay** - To fully implement our educational plan, grant funds will be used to purchase technology, collaborative seating and storage for classrooms, and innovative seating for the cafeteria.

These start-up grant funds will be used in conjunction with other Federal programs such as Title I, IDEA-B, and other federal grants which may be available that will supplement and not supplant the funds received from the Texas Education Agency for the continual operation of Trivium Academy.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trivium Academy is considered a Local Education Agency and will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. Trivium Academy does not discriminate against and will serve all children with disabilities who choose to enroll. Supplementary and related services will be provided on site as deemed necessary by the Admission, Review, and Dismissal Committee and as documented in a student's Individual Education Plan. Trivium Academy will establish and maintain programs to meet the needs of students with disabilities and will hire teachers with special education certification as required by law. Trivium Academy will offer a free and appropriate education to all who enroll.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Statutory Requirement 6: Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

Trivium Academy is not a Subchapter C Campus Charter School.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Statutory Requirement 7: Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Statutory Requirement 8: Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
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Not Applicable

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Statutory Requirement 11: Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Statutory Requirement 12: Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Statutory Requirement 13: Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:061805

Amendment # (for amendments only):

Statutory Requirement 14: Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 061805

Amendment # (for amendments only):

Statutory Requirement 15: Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 061805

Amendment # (for amendments only):

TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School		66	66	44	44	88	44	44							396
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:		66	66	44	44	88	44	44							396

Total Staff 31**Total Parents** 470**Total Families** 261**Total Campuses** 1**TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School		88	88	88	66	66	88	66	48						598
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:		88	88	88	66	66	88	66	48						598

Total Staff 42**Total Parents** 709**Total Families** 394**Total Campuses** 1**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 061805

Amendment # (for amendments only):

TEA Program Requirement 3: Number of Students To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															
Open-enrollment Charter School (TEC Subchapter D)		1	1	0	0	1	0	0							3
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
TOTAL:		1	1	0	0	1	0	0							3

TEA Program Requirement 4: For Year 1, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.

	District Name	Campus Name	9 Digit CDC Number
1.	Lewisville ISD	Central Elementary	061902101
2.	Lewisville ISD	College Street Elementary	061902102
3.			
4.			
5.			
6.			

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 061805		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 061805

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 061805

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 061805

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 061805		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 061805

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 061805

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Conduct carpool facilitation by zip code	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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